

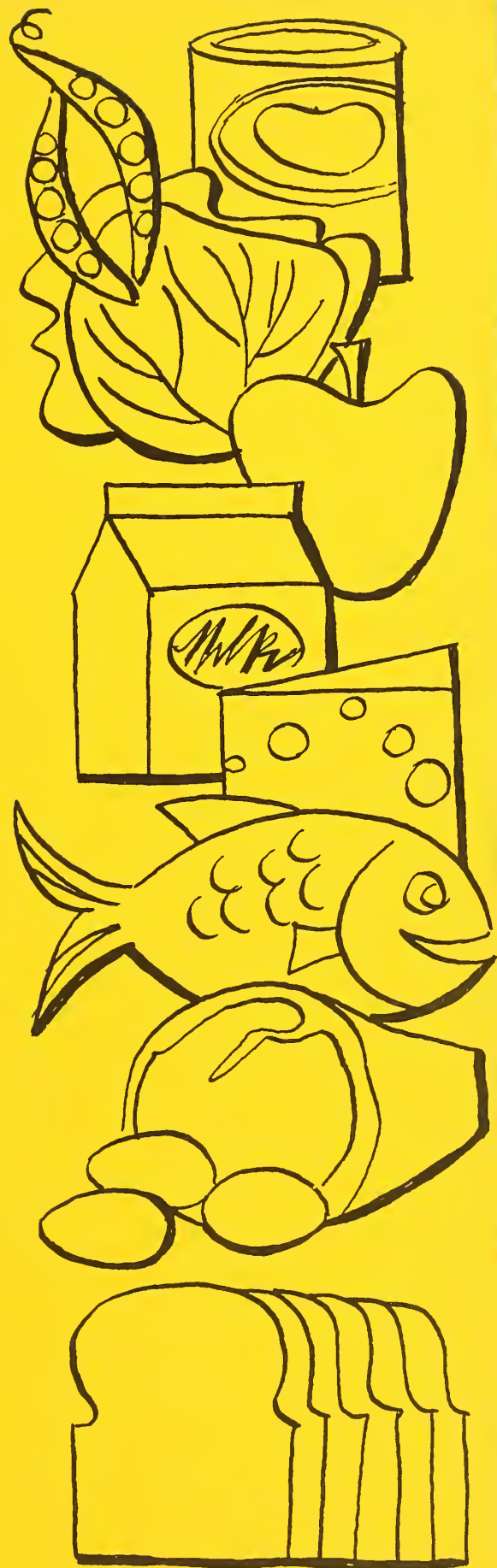
Historic, Archive Document

Do not assume content reflects current scientific knowledge, policies, or practices.

FOOD and NUTRITION...

supplemental
lessons for
training
extension aides

FOOD NEEDS OF FAMILY MEMBERS



CONTENTS

<u>GENERAL PROGRAM</u>	Page
Purpose	1
Trainer agent's responsibility	1
Adapting the lessons to your aides	2
Extending information	3
Recommended publications	4
Recommended references	6
Visuals	8

LESSONS - FOOD NEEDS OF FAMILY MEMBERS

Lesson 1: Cultural food Patterns	9
Lesson 2: Combating Food Misinformation	12
Food Fads Quiz	15
Lesson 3: Sizes of Servings	19
Lesson 4: Digestion and Absorption of Food	22
Lesson 5: Special Diets and How To Handle Them	26
Lesson 6: Weight Control	28
Lesson 7: Food Needs of Infants	32
Lesson 8: Food Needs of the Preschool Child	34
Lesson 9: Food Needs of School Children	37
Lesson 10: Food for the Teenager	41
Lesson 11: Food Needs for Pregnant and Lactating Women	46
Lesson 12: Food Needs of the Elderly	49

Food Needs of Family Members is one of a series of booklets of supplemental lessons in food and nutrition designed for use in on-the-job training of Extension aides. Purpose of these lessons is to give the aides more information about food needs of family members and to provide them with practical teaching methods that they can use in helping families.

November 1970

FOOD AND NUTRITION

Supplemental Lessons for Training Extension Aides

FOOD NEEDS OF FAMILY MEMBERS

Purpose

These lessons were written to help trainer agents prepare aides for work with families in the Food and Nutrition Education Program. They help the aides understand the more specific needs of family members of different ages and with varying dietary problems.

This series follows the 15 basic lessons in nutrition given in the initial training for aides and leaders and it enlarges lesson 6 - Food Needs Throughout Life - and Lesson 7 - Feeding Young Children. The information can be adapted by the aides for the families they work with. They can also be used in teaching groups of adults and youth.

The first lesson gives the aides information and makes them more aware of background such as cultural food patterns of the families. The next five tell how to combat food misinformation, what is meant by a serving, more about digestion and absorption of foods, and how to handle the problems of special diets and weight control. Lessons 7 through 12 take up the needs of the infant, preschool child, the school child, teenagers, pregnant and lactating women, and the elderly.

TRAINER AGENT'S RESPONSIBILITY

References are suggested for the agent's use with each lesson. The agent will find it helpful to assemble these references before starting the lessons and to use them in her preparation for teaching.

References are also suggested for the aide's use. The agent should be selective in the references she gives to aides. Order those selected well in advance.

Go over references thoroughly with the aides so that they know what is in each reference.

Professional people in related fields may be asked to participate in training meetings. Such participation should be planned well in advance.

A working relationship with each aide should already be established as a result of the initial training period. Effective communication remains vital in teaching. Before teaching supplemental lessons, the trainer agent may wish to review purposes of the training and importance of aides' participation.

This suggested checklist will help to assure that all necessary preparations for the in-service training sessions have been made:

___ Meeting place with necessary facilities has been obtained.

___ All references needed to complete the lessons have been assembled.

___ Local public health service and library have been checked for additional references.

___ All visual materials and equipment needed to teach the lessons are on hand.

___ All reference materials needed for the aides have been obtained.

___ All lesson plans have been carefully studied so that the overall content of the course is fully understood.

___ Sufficient time has been allowed to complete each lesson.

ADAPTING THE LESSONS TO YOUR AIDES

Guides used in teaching the basic lessons also should be followed in teaching the supplemental lessons.

Adapt training classes to meet the needs of your group. Here are some ideas to keep in mind:

1. Simplify. Do not try to cover too much material in one lesson. Pick out the most important points and emphasize them.
2. Use colorful visuals and a dynamic presentation to help make each lesson appealing.

3. Emphasize good nutrition elements in the food the aides are now eating. Point out how small changes can often result in a more balanced diet.
4. Stress foods rather than nutrients.
5. Involve the aides in training meetings in as many ways as possible.

EXTENDING INFORMATION

The information given in the supplemental lessons may be effectively used in other ways, such as adaptation for use in training volunteer leaders or in newsletters or newspaper articles. A series of radio or television programs based on the lessons will extend to a larger audience the ideas that aides are promoting.

Recommended publications

For aides and leaders

Publications and visual materials are listed with each lesson. Make sure that adequate supplies of them are on hand before you begin teaching.

USDA

Bulk quantities of USDA pamphlets can be obtained through your State distribution officer.

Calories and Weight, G-153 (25¢)

Family Fare, G-1 (45¢)

Food and Your Weight, G-74 (15¢)

Food Guide for Older Folks, G-17 (10¢)

Nutritive Value of Food, G-72 (30¢)

*Feeding Young Children, PA-693 (5¢)

*How Food Affects You flipchart (in booklet form), 1970
32 pages, (60¢)

*Meal Planning Made Easy, PA-695 (5¢)

*Daily Food Guide Leaflet, F&NS-23 (35¢ for 10 copies)

Free illustrated F&NS Daily Food Guide leaflets are available for educational programs relating to U.S. Department of Agriculture's Family Food Assistance Programs through your regional Food and Nutrition Service Office.

*Publications NOT available free may be purchased from Superintendent of Documents, Government Printing Office, Washington, D.C. 20402, at the prices indicated. GPO offers a 25 percent discount for 100 or more copies.

Answers to Questions That Are Often Asked About
Diabetic Diets, No. 1847 (10¢)
Infant Care, Children's Bureau, No. 8, 1970 (20¢)
Prenatal Care, Children's Bureau, No. 4, 1970 (20¢)
When Your Baby Is on the Way, Children's Bureau,
No. 391, 1969 (15¢)
Your Baby's First Year, Children's Bureau, No. 400,
1968 (15¢)
Your Child From One to Six, No. 30 (20¢)

Copies of publications from Health, Education and Welfare may be obtained locally from the Public Health Service or purchased from the Superintendent of Documents.

National Dairy Council

A Boy and His Physique, B-10 (25¢)
A Girl and Her Figure, B-87 (25¢)
Feeding Little Folks, B-310 (15¢)
Feeding Your Baby at Your Breast, B-106 (8¢)
How Your Body Uses Food, B-77 (25¢)
Lower Cost Meals That Please, B-64 (15¢)
Source Book on Food Practices with Emphasis on Children
and Adolescents, B-26 (15¢)
Weight Control Source Book, B-70 (15¢)
What Did You Have for Breakfast This Morning? Leader
Guide, B-115 (20¢)
What to Eat Before You Are Pregnant, While You Are
Pregnant, After the Baby Comes, B-103 (4¢)

A catalog listing available materials can be obtained. If you live in a city where there is an affiliated Dairy Council, requests for material should be directed to that office. If you are not served locally, send orders to National Dairy Council, 111 North Canal Street, Chicago, Illinois 60606.

Recommended references

For trainer agents

Each lesson includes a list of recommended reference books and publications for trainer agents to use in preparing lessons. Make sure you have the references you need to do a good job.

Beware of "Health" Quacks, American Medical Association, 535 North Dearborn Street, Chicago, Illinois 60610.

Eating For Your Baby To Be, National Live Stock and Meat Board, 36 South Wabash Avenue, Chicago, Illinois 60603 (20¢).

"Eating Habits of Teenagers," Spindler, E. Food and Nutrition News, May 1968, National Live Stock and Meat Board, 36 South Wabash Avenue, Chicago, Illinois 60603.

Facts About Diabetes, ADA Forecast, Cookbook for Diabetics, American Diabetes Association, Inc., 18 East 48th Street, New York, New York 10017.

Feeding Your Baby and Child, Spock and Lowenburg, 1967 Affiliated Publishers, Inc., 630 Fifth Avenue, New York, New York 10020 (50¢).

Food, Yearbook of Agriculture, 1959. (\$3.25) Superintendent of Documents, Government Printing Office, Washington, D.C., 20402.

Food, A Key To Better Health, Nutrition Foundation, Inc. 1970. Order from Colson Company, 901 North Main Street, Paris, Illinois 61944 (25¢).

"Food Acceptance, A Challenge to Nutrition Education--A Review," Lamb, M. Journal of Nutrition Education, 1:2, 1969, Society for Nutrition Education, 119 Morgan Hall, University of California, Berkeley, California 94720. Single copies \$1.50.

Food and Man, Lowenburg and others, John Wiley and Sons, Inc., 605 Third Avenue, New York, New York 10016, 1968 (\$7.95).

Food and Nutrition---basic lessons for training extension aides, Extension Service, USDA.

Food Facts Talk Back, American Dietetic Association, 620 North Michigan Avenue, Chicago, Illinois 60611.

Food For Us All, Yearbook of Agriculture, 1969 (\$3.50).
Superintendent of Documents, Government Printing Office,
Washington, D.C., 20402.

Fundamentals of Normal Nutrition, Robinson, Corinne H.,
Macmillan Company, 866 Third Avenue, New York, New York
10022, 1968 (\$7.95).

Introduction to Nutrition, Fleck, Henrietta and Munves,
Elizabeth, Macmillan Company, 866 Third Avenue, New York,
New York 10022, 1962 (\$7.50).

Learning Better Nutrition: A Second Study of Approaches
and Techniques, Ritchie, Jean A.S., FAO, Unipub, Inc.,
P.O. Box 433, New York, New York 10010, 1967 (\$4.00).

Making Baby's Formula, Evaporated Milk Association, 228
North LaSalle Street, Chicago, Illinois 60601.

Mr. Peanut's Guide to Nutrition, 1970, Standard Brands
Educational Service, P.O. Box 2695, Grand Central Station,
New York, New York 10017.

Nutrition in Action, Martin, E.A., Holt, Rinehart and
Winston, Inc., 383 Madison Avenue, New York, New York
10017, 1965. Teacher's guide (\$6.50).

Principles of Nutrition, Wilson Eva D. and others, John
Wiley and Sons, Inc., 605 Third Avenue, New York, New York
10016, 1965 (\$8.50).

Recommended Dietary Allowances, 1968, National Research
Council, 2101 Constitution Avenue, NW, Washington, D.C.
20037, (\$1.75).

Understanding Food Patterns in the USA, 1969, American
Dietetic Association, 620 North Michigan Avenue, Chicago,
Illinois 60611.

Visuals

Slide Sets

"Improving Teenage Nutrition" C-116 1963.

27 frames. \$8.00.

"Oopsies" C-74 1960. 22 frames. \$8.00.

USDA slide sets may be purchased from Photography Division, Office of Information, U.S. Department of Agriculture, Washington, D.C. 20250.

Charts and Posters

How Food Affects You (flipchart in booklet form). 1970.

32 pages color (60¢) Superintendent of Documents.

*Daily Food Guide Poster, 22" x 28", 15¢ per copy.

National Dairy Council

What Did You Have for Breakfast This Morning? Chart

P-518 (35¢).

FOOD NEEDS OF FAMILY MEMBERS

Lesson 1: CULTURAL FOOD PATTERNS

PURPOSE

Trainer agent to help aides:

1. Understand factors that influence food patterns.
2. Recognize cultural subgroups in community and their food patterns.

PRESENTATION

- . Have a food tasting party. Prepare some foods that are unfamiliar to the group as well as foods they know. Also, serve foods in an unfamiliar way (for example, pears or other locally grown fruits or vegetables cut into cubes). Observe reactions of the group to the foods.
- . Discuss reactions to the food tasting. Point out positive and negative attitudes, influence of peer acceptance, and general reactions.
- . Discuss some factors that influence foods a person eats. Refer to the listed references for background information. Ask the aides to give examples of how the following influence eating habits:
 - childhood habits
 - family members
 - peers
 - religion
 - status
 - security
 - culture or ethnic group
- . Show the National Dairy Council poster "What Did You Have for Breakfast this Morning?" Ask the aides the following questions to stimulate discussion:

- Do all of these children eat the same foods for breakfast? Why or why not?
- Does what we eat really matter?

Discuss the eating habits and related background information of ethnic groups in the community:

- nationality background
 - location of ethnic groups in community
 - family characteristics (extended family, size, etc.)
 - religion
 - occupations
 - facilities for eating and cooking
 - frequency of meals
 - facilities for buying and obtaining food
 - kinds and proportion of foods in diet
 - methods of preparing and serving foods
- . Using foods or pictures, have the aides show how the foods eaten by a particular ethnic group fit into the Daily Food Guide. Have the aides suggest additional foods so that some from all food groups are represented in the diet. (Aides may wish to use their own version of the Daily Food Guide made in Lesson 2 of Food and Nutrition...Basic Lessons.)
 - . Discuss this statement: Food habits, good or bad, are hard to change.
 - . Have aides understand food patterns of homemakers by studying several dietary recalls. Discuss food groups most lacking.

APPLICATION OF LESSON BY AIDES

Aides understand some of the factors which influence food patterns.

Aides recognize food patterns of ethnic groups among specific families in community, what food groups are represented, and what food groups need emphasis in the food patterns.

REFERENCES FOR TRAINER AGENT

1. Understanding Food Patterns in the USA, 1969, American Dietetic Association
2. What Did You Have for Breakfast This Morning?, poster and leader guide, National Dairy Council
3. "Food Acceptance, A Challenge to Nutrition Education-- A Review," Lamb, M. Journal of Nutrition Education 1:2, 1969, pp. 20-23
4. Learning Better Nutrition, FAO, pp. 28-70
5. Food and Man, Lowenburg and others, pp. 65-121

VISUALS AND EQUIPMENT

Pictures from labels, seed packets and catalogues

Food prepared by aides representing local ethnic tastes

Newsprint or chalkboard

What Did You Have for Breakfast This Morning?, poster, National Dairy Council

Daily Food Guide, F&NS-23, USDA

FOOD NEEDS OF FAMILY MEMBERS

Lesson 2: COMBATING FOOD MISINFORMATION

PURPOSE

Trainer agent to help aides:

1. Identify some common food facts and fallacies.
2. Learn the dangers of food misinformation.
3. Recognize indications of food fads and fallacies.
4. Learn sources of reliable nutrition information.

PRESENTATION

- . Give the true-false quiz on food facts and fallacies. Note the amount of misinformation among aides and discuss questions on quiz.
- . Have aides tell and discuss other food fads or fallacies.
- . Discuss the dangers of food fads and fallacies:
 - Essential nutrients are often lacking in a fad diet.
 - Medical attention to a serious ailment is often delayed while a food quack attempts to treat the condition. Emphasize that the physician is the only person qualified to diagnose and treat illness.
- . Emphasize that, according to the American Medical Association, about 10 million Americans squander \$500 million each year on food fads. The victims are found in all educational and economic levels. Chronically ill or aged persons are especially vulnerable. It is difficult to identify quacks because they often represent themselves as doctors and nutritionists. They lecture, write, and promote misinformation through advertising. Products include "miraculous" food as supplements, pills, gadgets, cooking equipment, service devices, treatments, or books.

- . List indications of quackery:
 - guarantees of quick cures
 - claims of "special" or "secret" formulas that can cure one or more diseases
 - case histories or testimonials to promote products
 - products used to replace surgery, X-rays, or medically approved drugs
 - statements of disasters which may happen if products are not used
- . List sources of reliable nutrition information:
 - individuals such as Extension home economists, home economics teachers, home economists employed by other agencies, physicians, dietitians with hospitals, medical clinics, school lunch programs, Extension nutritionists, and public health nutritionists
 - organizations and agencies such as the U.S. and State Departments of Agriculture, Food and Drug Administration, Public Health Service, State and American Medical Associations, State and American Dietetic Associations, State and American Public Health Associations, State and American Home Economics Associations, and Better Business Bureaus.

APPLICATION OF LESSON BY AIDES

Aides learn to recognize food misinformation.

Aides help homemakers understand differences between food facts and fallacies.

Aides encourage families to seek reliable nutrition information.

REFERENCES FOR TRAINER AGENT

1. Food Facts Talk Back, American Dietetic Association
2. Beware of "Health" Quacks, American Medical Association
3. Nutrition in Action, Martin, 1965, pp. 231-238
4. Fact Sheets, Food and Drug Administration

VISUALS AND EQUIPMENT

Chalkboard or newsprint pad

FOOD FADS QUIZ

Directions: Indicate whether the statement concerning foods and nutrition is true or false, circling T for true and F for false.

	True or <u>False</u>
1. Adults do not need milk.	T F
2. A good way to reduce is to omit breakfast.	T F
3. Milk should be included in a weight-reducing diet.	T F
4. Fish and celery are "brain" foods.	T F
5. Toast has fewer calories than untoasted bread.	T F
6. Margarine has fewer calories than butter.	T F
7. Omit meat, eggs and milk from the diet to cure arthritis.	T F
8. Citrus fruits are "acid forming" in the body.	T F
9. Milk causes constipation in adults.	T F
10. Grapefruit aids reducing.	T F
11. Dark bread has fewer calories than white bread.	T F
12. Fruit and vegetable juices contain calories.	T F

- | | |
|---|--------|
| 13. Vegetables and cereals produced in poor soil are of very low food value. | T
F |
| 14. Food stored in an open can in the refrigerator is dangerous. | T
F |
| 15. Wheat germ, yeast, and blackstrap molasses can prevent nervousness, correct baldness, and help digestion. | T
F |

ANSWERS TO FOOD FADS QUIZ

1. False. Adults, as well as children, need the nutrients found in milk. It is the best and most reliable single source of calcium, which is needed by everyone. Milk is recommended for adults because it provides nutrients needed for maintenance of bones and teeth and for other body functions, such as normal clotting of the blood in healing, and regularity of the heart action. Milk is also a valuable source of good quality protein, riboflavin, and many other nutrients.
2. False. Reliable studies show that a reducing plan including a well-balanced breakfast is more successful than one which omits breakfast. The individual feels better, has less fatigue, is more alert, less hungry and less tempted to "nibble" before lunch time. Everyone, including "weight-reducers," needs to replenish the body with vitamins, minerals and protein, as well as energy, after a 10- to 12-hour fast. Surplus body fat can supply some of the energy, but not the other nutrients.
3. True. Because of its high content of protein, calcium and riboflavin, whole or skim milk usually should be included in any diet, reducing or otherwise.
4. False. No single food supplies all nutrients needed by any one part of the body.
5. False. Toasting does not reduce the number of calories. Toasting does slightly reduce the water content, and so weight for weight, a pound of toast actually has a few more calories than a pound of untoasted bread.
6. False. Margarine and butter have the same caloric value. Vegetable oils, from which margarine is made, have the same caloric content as animal fat.
7. False. There is no evidence that any food will either cause or cure this disease.
8. False. Citrus fruits are acid in their original state. After digestion and final use by the body cells, fruits are changed in chemical form and leave an alkaline residue in the blood and tissues. The body needs both acid-forming and alkaline-forming foods, which a mixed diet will supply.

9. False. The only way milk may cause constipation is for a person to take it in such large quantities that he does not eat enough of other foods to give him the necessary bulk.
10. False. Grapefruit contains sugar, vitamins, minerals, and citric acid. None of these in any way removes or helps to remove fat from the body. Although grapefruit is not as high in caloric value as some fruits, it does contain calories.
11. False. Generally speaking there is very little difference in the caloric value of regular white bread and dark bread. Some dark breads containing raisins or made with molasses may have a few more calories than plain white bread.
12. True. Yes, they do. Fruit juices contain the natural sugars of the original fruit and may have sugar added before canning or freezing. A 6-oz. glass of orange juice contains 80 calories; if sweetened, it may have 100 or more.

Vegetable juices contain fewer calories than unsweetened fruit juices but do contain some: 1 cup of tomato juice contains 50 calories, and if sweetened may contain as many as 75 calories.

13. False. Poor soil reduces yield rather than nutrient content of the food. Furthermore, people are not likely to eat food grown in only one type of soil. The various soil deficiencies here and there will not affect the average person.
14. False. It is safe to keep food in the original can after it has been opened. It is important to cover the can and to keep the food cool. A few acid foods may dissolve a little iron from the can, but this is not harmful or dangerous to health.
15. False. These so-called miracle foods have no unique virtues, no magical powers. Certain special foods, such as wheat germ, brewer's yeast, and blackstrap molasses, do contain a generous amount of some vitamins and minerals or other nutrients. But these nutrients are also found in many common foods and often in a more palatable form.

FOOD NEEDS OF FAMILY MEMBERS

Lesson 3: SIZES OF SERVINGS

PURPOSE

Trainer agent to help aides:

1. Learn what constitutes a standard serving of common foods in each of the four food groups.
2. Learn the importance of amounts served.

PRESENTATION

- . Have a bowl of cooked vegetables and paper plates available. Ask each aide to place a serving of a cooked vegetable on a plate. Measure the amount on each plate and compare this to a 1/2 cup standard serving.
- . Review the Daily Food Guide. Ask aides to name a food group and tell the number of servings needed for adults and children, and the major nutrient in it.
- . Give the following demonstrations:
 - Milk Group. Have various sizes of glasses and cups available. Pour liquids from glasses and cups into a standard measuring cup to illustrate difference in amounts. Exhibit the recommended servings for children, teenagers, and adults including pregnant women and nursing mothers.
 - Show standard servings from the milk group:
 - 1 cup milk
 - 1/2 cup custard
 - 1/2 cup ice cream
 - 1/2 cup cottage cheese
 - 1 cup cocoa (made with milk)
 - 1 slice cheddar cheese (1 oz.)

- Exhibit a suggested day's intake from milk group.
- Meat group. Show standard servings from the meat group:
 - 2 and 3 ounces of cooked meat
 - Foods which contain an equivalent amount of protein
 - 4 tablespoons peanut butter
 - 2 eggs
 - 1 cup cooked dry beans or peas
- Exhibit a suggested day's intake from meat group.
- Fruit and vegetable group. Show standard servings from fruit and vegetable group:
 - 1/2 cup cooked or raw vegetables or fruit
 - 1 medium banana, apple, or orange
 - 1 medium potato
 - 1/2 grapefruit
- Exhibit a suggested day's intake from fruit and vegetable group, including fruits and vegetables high in Vitamin A and Vitamin C.
- Bread and cereal group. Show standard servings from bread and cereal group:
 - 1 slice bread
 - 1 biscuit or roll
 - 1 ounce ready-to-eat cereal
 - 1/2 to 3/4 cup cooked cereal, grits, rice, macaroni
- Exhibit a suggested day's intake from the bread and cereal group.
- . Illustrate serving sizes for children. Two or three tablespoons make a serving for small children.
- . Point out people should eat the size of serving they want. Serving size helps us judge the amount of food that is indicated by the Daily Food Guide.
- . Discuss the value of teaching serving sizes to homemakers. Include these factors:
 - weight control
 - economy
 - nutritive value and variety.

- . Have aides illustrate sizes of servings for adults and children.
- . At the end of the lesson have aides place a standard serving of vegetable on a plate and compare with their serving selected at beginning of lesson.

APPLICATION OF LESSON BY AIDES

Aides understand the importance of learning the average sizes of servings from the food groups.

Aides will teach serving sizes when helping homemakers with food preparation.

REFERENCES FOR TRAINER AGENT

1. Nutritive Value of Foods, G-72, USDA
2. Family Fare, G-1, USDA

VISUALS AND EQUIPMENT

DAILY FOOD GUIDE, poster, F&NS-23, USDA

Foods and equipment for exhibits of sizes of servings

Bowl or pan of cooked vegetable

Small paper plates

Spoons

REFERENCE FOR AIDES

1. Daily Food Guide, leaflet, F&NS-23, USDA
2. Food - A Key to Better Health, Nutrition Foundation, p.3

FOOD NEEDS OF FAMILY MEMBERS

Lesson 4: DIGESTION AND ABSORPTION OF FOOD

PURPOSE

Trainer agent to help aides:

1. Have a basic understanding of how foods are digested by the body.
2. Learn some factors that influence digestion and absorption of food.

PRESENTATION

- . Introduce lesson by explaining that food must be changed by the body to become part of your cells and you. Protein, carbohydrates, and fats are broken down into smaller substances in a process called digestion. Show slides 1-13 of "How Food Becomes You" slide set to illustrate. Have aides refer to How Your Body Uses Food, National Dairy Council.
- . Show a diagram of the digestive organs. Discuss how food changes in the mouth, stomach, small intestine, and large intestine.
- . Point out these facts when discussing digestion in the mouth:
 - Digestion begins in the mouth when food is mixed with saliva.
 - Saliva contains a digestive enzyme which changes some of the carbohydrates (starch) into sugar. This process is aided by eating slowly and chewing food well.
 - Other food is broken up by the teeth into smaller pieces so it can be digested further along the digestive tract.

- . Discuss digestion in the esophagus. Food passes through the esophagus to the stomach.
- . Explain the steps of digestion in the stomach:
 - The stomach wall contains many muscles which further mix food. The food is churned and partially digested.
 - Enzymes and a mild acid change proteins into smaller, more soluble parts.
 - The churned mass becomes a thick liquid and is passed from the stomach into the small intestine.
- . Discuss digestion in the small intestine:
 - Fats are broken down into fatty acids and glycerol. They are absorbed through the intestinal wall into the bloodstream.
 - Partially digested proteins are changed into amino acids.
 - Partially digested carbohydrates (starches) are converted to simple sugars.
 - Amino acids and simple sugars are also absorbed through intestinal walls into the bloodstream.
- . Explain the need for protein, carbohydrates, and fat in a balanced diet. Include the following information:
 - Carbohydrates provide quick energy.
 - Proteins build and repair cells.
 - Fat contributes energy and satiety value.
- . Explain the steps of digestion in the large intestine:
 - The body cannot digest some substances, such as cellulose. This roughage and other waste products pass through the large intestine and out the body.

- . Discuss the circulatory system. Obtain a picture of it. Discuss the fact that nutrients reach all body cells through the bloodstream. There is a continual exchange of nutrients and waste material between the bloodstream and body cells. Vitamins and minerals help the body convert foods into a form cells can use.
- . Discuss factors that affect digestion and absorption such as:
 - emotions, anxiety, tension
 - laxatives
 - diarrhea
 - size of food particles
 - individual differences
 - food habits
- . Have aides list foods that leave the stomach quickly and those that take longer to digest.
- . Have aides plan a day's menu selecting food models that show a good balance of protein, carbohydrates, and fat. Discuss importance of the balance.

APPLICATION OF LESSON BY AIDES

Aides understand the factor which influence digestion and absorption of food. Aides use this information in teaching homemakers the importance of making mealtime a pleasant experience. Aides understand the importance of including proteins, carbohydrates, and fats in meals.

REFERENCES FOR TRAINER AGENT

1. How Your Body Uses Food, National Dairy Council
2. Nutrition in Action, Martin, 1965, pp. 41-55

VISUALS AND EQUIPMENT

How Food Becomes You, slide set, National Dairy Council

Slide projector and screen

Diagrams on digestive system and circulatory system

Food models, National Dairy Council

Newsprint or chalkboard

REFERENCES FOR AIDES

1. How Your Body Uses Food, National Dairy Council
2. Mr. Peanut's Guide to Nutrition, Standard Brands
3. How Food Affects You, flip chart, pp. 12, 16, 25

FOOD NEEDS OF FAMILY MEMBERS

Lesson 5: SPECIAL DIETS AND HOW TO HANDLE THEM

PURPOSE

Trainer agent to help aides:

1. Know sources of help for persons with special diets.
2. Understand procedures to be followed in helping families with special diets.

PRESENTATION

- . Contact a local public health worker, dietitian or physician who is qualified to give aides information about special diets.
- . Ask resource person to:
 - Lead a discussion on understanding the nature of selected special diets, such as diabetic, low-salt, and cholesterol. Include overall principles of dietary treatment and kinds of foods that need to be altered or avoided in the diet.
 - Stress that each special diet is different so the physician's recommendation must be followed.
 - Respond to questions aides are often asked by home-makers, such as:

Johnny is a diabetic, but he eats lots of candy.
What should I do?

Susie is on a special diet but fixing all that special stuff is too much trouble.

Timmy is allergic to wheat, but I don't know what to do.

- . Discuss local agencies and other sources of information on special diets.
- . Present the following guides for assisting with special diets:
 - Reemphasize that the aide should only reinforce the diet given by the physician.
 - Remind aide to check with supervising home economist before helping homemaker on a special diet.
 - Ask aides to tell of special diet problems they have encountered.

APPLICATION OF LESSON BY AIDES

Aides encourage families to follow physicians' advice for special diets and obtain help from proper sources.

Aides give out appropriate leaflets to homemakers.

REFERENCES FOR TRAINER AGENT

1. Introduction to Nutrition, Fleck & Munves, (1962) Chapter 30.
2. Facts About Diabetes, ADA Forecast, Cookbook for Diabetics, American Diabetes Association, Inc.
3. Answers to Questions That Are Often Asked About Diabetic Diets, U.S. Department of Health, Education and Welfare, Public Health Service.

FOOD NEEDS OF FAMILY MEMBERS

Lesson 6: WEIGHT CONTROL

PURPOSE

Trainer agent to help aides:

1. Understand that body weight can be controlled by a balance of activity and food intake.
2. Identify the factors which contribute to overweight.
3. Become aware of the dangers of obesity.
4. Understand that all foods contribute calories to the diet in varying amounts.

PRESENTATION

- . Show the slide set "The Oopsies."
- . Discuss with aides:
 - How many homemakers they visit would they consider to be grossly overweight. (A person who exceeds a desirable weight by 10 percent is considered overweight.)
 - Approximately 40 percent of persons in the United States above 40 years of age are believed to be obese. (A person who exceeds his desirable weight by more than 20 percent is considered obese.)
 - Children and adolescents who exceed 10 percent of their desirable weight are considered overweight and those who exceed their desired weight by 20 percent are considered obese.

- . Discuss these factors which cause homemakers to be overweight or obese:
 - eating because they are bored or frustrated
 - eating too many high calorie foods
 - lacking exercise--refer to pages 3 and 4, Food and Your Weight
 - cultural food patterns
 - habitual eating pattern (developed in youth)
 - heredity
 - social eating
 - metabolic abnormalities (very small percentage of overweight is due to glandular disturbances)
- . Ask aides to identify some of the problems related to obesity, such as:
 - difficulty in performing everyday activities--walking, climbing stairs, bending over, etc.
 - more frequent subjection than others to cardiovascular diseases, diabetes
 - surgery more hazardous
 - pregnant women more prone to toxemia; more complications in delivery
 - higher mortality rate
 - physical appearance less attractive
 - more difficult to find jobs
 - social opportunities more limited
- . Review the Daily Food Guide, pointing out that:
 - The minimum number of servings recommended by the Daily Food Guide will supply approximately 1200 calories, which would be a safe reducing diet for most women.

- . Show aides how to use calorie tables and serving sizes in booklet, Calories and Weight. Demonstrate calories in servings of common foods.
- . List and discuss suggestions for reducers. Use as references Calories and Weight and Food and Your Weight.
- . Emphasize these points:
 - Check with doctor first.
 - Take it slowly--a loss of one or two pounds a week is enough.
 - Plan meals around familiar foods.
 - Establish a pattern of eating that can be followed when desirable weight is attained.
 - Do not skip meals.
 - Follow a reliable food plan to be sure that meals are nutritionally adequate.
 - Choose lower calorie foods within each food group.
 - Season foods with spices, herbs, vinegar or tart fruit juices instead of fats, gravies, and other high calorie dressings.
 - Eat cereals or fruit without sugar.
 - Drink coffee and tea without sugar or cream.
 - Budget your calories to take care of special occasions.
 - Choose snacks wisely.
 - Keep busy to avoid eating foods not included in planned meals and snacks.
 - Take more exercise.

APPLICATION OF LESSON BY AIDES

Aides encourage overweight individuals to lose weight by following the Daily Food Guide.

REFERENCES FOR TRAINER AGENT

1. Food for Us All, Yearbook of Agriculture, 1969, USDA, pp. 304-314
2. Calories and Weight, G-153, USDA
3. Food and Your Weight, G-74, USDA
4. Fundamentals of Normal Nutrition, Robinson, 1968, pp. 392-412
5. Nutrition In Action, Martin, 1965, pp. 191-201
6. Nutritive Value of Foods, G-72, USDA
7. Weight Control Source Book, National Dairy Council

VISUALS AND EQUIPMENT

"Oopsies," Slide set, USDA

Screen and projector

Chalkboard or newsprint

Daily Food Guide, F&NS-23, USDA

REFERENCES FOR AIDES

1. Calories and Weight, G-153, USDA
2. Food and Your Weight, G-74, USDA
3. Nutritive Value of Foods, G-72, USDA
4. Food, A Key to Better Health, Nutrition Foundation, pp. 16-18

FOOD NEEDS OF FAMILY MEMBERS

Lesson 7: FOOD NEEDS OF INFANTS

PURPOSE

Trainer agent to help aides:

1. Understand the nutritional needs of infants.
2. Learn kinds and amounts of foods needed by infants.
3. Learn ways to help homemakers prepare food for infants.

PRESENTATION

- . Discuss milk as a baby's first food. It contains nutrients which infants need for growth and development--protein, vitamins, calcium and other minerals. It also supplies food energy. By the time a child is one year old, he should be consuming foods from all four food groups in a 3- to 5-meal-a-day pattern.
- . Enlist the help of a public health nutritionist, nurse or other qualified person to discuss infant feeding:
 - bottle vs. breast feeding
 - methods of bottle sterilization
 - additional nutrient needs of infants
 - liquid
 - vitamin and mineral supplements
 - introducing solid foods to infants
 - weaning the baby
 - coping with feeding problems
- . Have aides prepare several foods suitable for feeding infants at different stages of growth:
 - diluted orange juice
 - pureed vegetables
 - mashed fruits
 - strained meats
 - egg yolk

- . Have aides practice bottle sterilization procedures.
- . Discuss community agencies, clinics, and resources providing information and help for mothers with infants --for example, well-baby clinics.

APPLICATION OF LESSON BY AIDES

Aides understand principles of infant feeding.

Aides teach homemakers how to prepare food for infants.

Aides teach homemakers importance and methods of sterilizing equipment for feeding infants.

Aides inform homemakers of community resources available.

REFERENCES FOR TRAINER AGENT

1. Feeding Your Baby and Child, Spock and Lowenburg
2. Making Baby's Formula, Evaporated Milk Association
3. Feeding Your Baby at Your Breast, National Dairy Council
4. Materials available from local health department or Office of Child Development, U.S. Department of Health, Education and Welfare

REFERENCES FOR AIDES

1. Your Baby's First Year, Children's Bureau Publication No. 400, 1968, U.S. Department of Health, Education and Welfare
2. Food - A Key to Better Health, Nutrition Foundation, pp. 7-8

FOOD NEEDS OF FAMILY MEMBERS

Lesson 8: FOOD NEEDS OF THE PRESCHOOL CHILD

PURPOSE

Trainer agent to help aides:

1. Understand the nutritional needs of the preschool child.
2. Know the kinds and amounts of food needed by preschool children.
3. Learn to help homemakers plan meals to meet the food needs of preschool children.

PRESENTATION

- . Show slides 1-35 of "Feeding Young Children." Discuss the following:
 - Preschool children need the same foods as adults but in different amounts. Refer to the Daily Food Guide. Emphasize the recommended intake of the milk group in particular.
 - The growth rate is slower during the preschool years than during infancy. However, there is a continuous need for a well-balanced diet.
 - The amount of food a preschool child needs depends on age, rate of growth, size, and activity.
- . Review with aides Lesson 7, Feeding Young Children from Food and Nutrition--Basic Lessons, and section on young children in Food, A Key to Better Health.
- . Illustrate a possible meal pattern for a good daily diet for a preschool child. Stress sizes of servings for preschool children. Demonstrate appropriate serving sizes.

- . Discuss the importance of regular meals for preschool children. Children have small stomachs, and therefore may not be able to eat enough food at a meal to last for a long period. In addition to regular meals, snacks play an important role in the diet of a preschool child.
- . Discuss nutritious snacks for children. Have aides suggest foods from the illustrated meal pattern that would be good snacks for preschool children. Suggest other foods that would provide valuable nutrients, rather than just empty calories.
- . Ask aides to list some problems of homemakers in feeding preschool children. Have aides relate these problems to characteristics of this age group. Discuss how these problems can be handled.

APPLICATION OF LESSON BY AIDES

Aides prepare a low cost nutritious meal appropriate for a family with young children. Show how this meal can be adapted for a preschool child.

Aides help parents understand the importance of helping their children establish good food habits.

REFERENCES FOR TRAINER AGENT

1. Food, Yearbook of Agriculture, 1959, USDA, pp. 283-302
2. Food For Us All, Yearbook of Agriculture, 1969, USDA, pp. 294-303
3. Feeding Young Children, Extension Service, USDA, PA-693
4. Feeding Your Baby and Child, Spock and Lowenburg, Chapter VI
5. Food and Nutrition--basic lessons for training extension aides, Extension Service, USDA
6. Your Child from One to Six, No. 30, U.S. Department of Health, Education and Welfare

VISUALS AND EQUIPMENT

"Feeding Your Young Children," filmstrip, National Dairy Council

Newsprint

Projector and screen

Measuring equipment and food for illustrating serving sizes

Daily Food Guide, poster, F&NS-23, USDA

REFERENCES FOR AIDES

1. Feeding Young Children, PA-693, Extension Service, USDA
2. Feeding Little Folks, National Dairy Council
3. Food - A Key to Better Health, Nutrition Foundation, pp. 7-9

FOOD NEEDS OF FAMILY MEMBERS

Lesson 9: FOOD NEEDS OF SCHOOL CHILDREN

PURPOSE

Trainer agent to help aides:

1. Understand food needs of school-age children (6 to 12 years).
2. Know the types and amounts of foods they need.
3. Learn more about the kinds of food programs available for them.

PRESENTATION

- . Discuss characteristics of this age group which affect nutrient needs and food habit formation:
 - From ages 7 to 10, growth usually is steady. For girls, growth is usually more rapid around 10 to 11, and for boys the growth spurt begins about 13 to 15.
 - Nutrient needs are still high and calorie needs are increasing to provide building material for growth, furnish energy for vigorous physical activity, help maintain resistance to infection, and develop an adequate store of nutrients for growth and stresses during adolescence.
 - Until age 9, boys and girls have similar nutrient needs. After 9, boys need more calories than girls because they are usually more active. Ask aides to identify and compare activities of boys and girls from 9 to 12 years old.

- . Emphasize that school children still look to adults for guidance:
 - Children, even though in school, need an example set for them at home to form good food habits. Have aides discuss ways that parents can set a good example.
 - Teachers and "heroes" may be influential outside the home in the formation of food habits.
- . Point out that children have increasing responsibilities for making own food selections:
 - Changes in community life provide children with opportunities to eat more meals away from home. Have aides identify some of these changes, such as vending machines, school lunch, school breakfast, and day camps.
 - There are fewer chances for the family to be together for mealtime. Mother's work takes her out of the home. Children often have the responsibility for preparing their own breakfast.
 - There is increased snacking without supervision. Have aides discuss ways they can encourage homemakers to have nutritious snacks available in the home.
- . Relate the Daily Food Guide to the food needs of the school-age child.
- . Discuss the nutrients which need to be especially emphasized for the school-age child, using as a guide the USDA Food Consumption Studies in Food For Us All, pp. 269-270. Ask aides to identify snack foods for school children which would be high in these nutrients.
- . Discuss school feeding programs using Food For Us All, pp. 73-74, 260-264, and 298-299, as a guide.
- . Ask a school lunch supervisor to discuss the following points with the aides:
 - food requirements for participation in the National School Lunch Program or School Breakfast Program.
 - eligibility of children for free or reduced-price lunches or breakfasts.
 - attitudes of children toward the school lunch program.

- . List on the chalkboard the foods and amounts included in a school breakfast or school lunch. Have aides plan food for the remainder of the day to meet the recommendations in the Daily Food Guide. Collect school lunch menus printed in daily newspapers and have aides plan remaining meals and snacks for a day for a school-age child.
- . Have aides use comparison cards to answer questions such as:

My daughter won't drink orange juice; what should I do?

My son doesn't drink milk, but he eats lots of ice cream; isn't that all right?

Why do we often hear, "serve liver to your children"?

My children love peanut butter and jelly sandwiches; is this all right?

APPLICATION OF LESSON BY AIDES

Aides encourage homemakers to consider the school lunch in planning food for the other meals and snacks.

Aides become alert to those who are eligible for free or reduced-price school lunches or breakfasts.

Aides encourage participation in school food programs where possible.

Aides encourage parents to set a good example for children in selecting nutritious food for meals and snacks.

REFERENCES FOR TRAINER AGENT

1. Food For Us All, Yearbook of Agriculture, 1969, USDA, pp. 73-74, 260-265, 269-270, 273-278, 298-299
2. Food, Yearbook of Agriculture, 1959, USDA, pp. 296-302
3. Principles of Nutrition, Wilson, Fisher, Fuqua, 1965 pp. 447-450
4. Source Book on Food Practices with Emphasis on Children and Adolescents, National Dairy Council

VISUALS AND EQUIPMENT

Comparison cards, National Dairy Council

Chalkboards or newsprint

Daily Food Guide, poster, F&NS-23, USDA

School lunch menus from local newspapers

REFERENCES FOR AIDES

1. Daily Food Guide, leaflet, F&NS-23, USDA
2. Meal Planning Made Easy, Extension Service, PA-695, USDA

FOOD NEEDS OF FAMILY MEMBERS

Lesson 10: FOOD FOR THE TEENAGER

PURPOSE

Trainer agent to help aides:

1. Understand food needs of teenagers.
2. Understand some of the reasons for teenagers' eating habits.
3. Develop techniques and methods to reach teenagers with nutrition information which may encourage them to make wise food choices.

PRESENTATION

- . Review the four food groups and discuss different patterns of eating. Emphasize that it is the amount and kind of food eaten within a 24-hour period that counts and not just what is eaten at one meal.
- . Show the slide set entitled "Improving Teenage Nutrition." Discuss social, emotional, and physical needs of teenagers and how these needs may affect their eating habits.
- . Emphasize that:
 - Adolescence is an age of great activity.
 - It is period of rapid growth.
 - Eating snacks is a way of life for a busy teenager.
 - Many physical and emotional changes take place during adolescence.
 - Some foods, such as milk, are considered baby foods; others, like coffee, are grown-up foods. Refer to pages 299-301, 273-278, 1969, Yearbook of Agriculture Food for Us All.

- . Have aides suggest ways of providing nutritious foods for teenagers to fit their pattern of eating. List all suggestions on newsprint or chalkboard under nutrient headings.
- . Review survey findings, using the charts provided in this lesson as a guide. What foods can be added, and how, to insure adequate intake of needed nutrients?
- . Divide the aides into groups. Give each group a copy of A Girl and Her Figure and A Boy and His Physique. Ask them to talk over what they would emphasize to interest teenagers in wise eating practices. Have them report back to the total group.
- . Have each aide tell the group how she plans to help homemakers understand why teenagers need to know how to make wise food choices.

APPLICATION OF LESSON BY AIDES

Aides help homemakers and teenagers understand the importance of eating a wide variety of foods.

REFERENCES FOR TRAINER AGENT

1. Food for Us All, Yearbook of Agriculture, 1969, pp. 273-278, 299-301, 319-324
2. "Eating Habits of Teenagers," Spindler, E. Food and Nutrition News, National Live Stock and Meat Board, May 1968
3. Nutritive Value of Foods, G-72, USDA

VISUALS AND EQUIPMENT

"Improving Teenage Nutrition," slide set, USDA

Slide projector and screen

REFERENCES FOR AIDES

1. Food - A Key to Better Health, Nutrition Foundation,
pp. 10-11
2. Daily Food Guide, F&NS-23, USDA
3. A Girl and Her Figure and A Boy and His Physique,
National Dairy Council

NUTRIENT INTAKE BELOW RECOMMENDED ALLOWANCE

IN HOUSEHOLDS WITH INCOMES UNDER \$3,000

SEX-AGE (YEARS)	PROTEIN	CALCIUM	IRON	VITAMIN A VALUE	THIAMIN	RIBOFLAVIN	ASCORBIC ACID
MALE:							
9-11				★ ★	★		
12-14		★ ★ ★	★ ★ ★	★ ★	★ ★		
15-17		★ ★ ★	★ ★	★	★		★ ★
18-19		★ ★ ★					
FEMALE:							
9-11		★ ★ ★	★ ★ ★		★		
12-14		★ ★ ★	★ ★ ★	★ ★ ★	★ ★		
15-17		★ ★ ★	★ ★ ★		★ ★		★ ★
18-19		★ ★ ★	★ ★ ★		★ ★	★ ★	★ ★

BELOW BY: ★ 1-10% ★ 11-20% ★ ★ ★ 21-29% ★ ★ ★ 30% OR MORE

AVERAGE INTAKE OF GROUP BELOW RECOMMENDED DIETARY ALLOWANCE, NAS-NRC, 1968

U.S. DIETS OF MEN, WOMEN, AND CHILDREN, 1 DAY IN SPRING, 1965

NUTRIENT INTAKE BELOW RECOMMENDED ALLOWANCE

SEX-AGE (YEARS)	PROTEIN	CALCIUM	IRON	VITAMIN A VALUE	THIAMIN	RIBOFLAVIN	ASCORBIC ACID
MALE:							
9-11		★					
12-14		★	★ ★ ★		★		
15-17		★	★				
18-19							
FEMALE:							
9-11		★ ★ ★	★ ★ ★ ★		★		
12-14		★ ★	★ ★ ★ ★	★	★		
15-17		★ ★ ★ ★	★ ★ ★ ★		★ ★		
18-19		★ ★ ★	★ ★ ★ ★	★	★		

BELOW BY: ★ 1-10% ★ 11-20% ★ ★ 21-29% ★ ★ ★ 30% OR MORE

AVERAGE INTAKE OF GROUP BELOW RECOMMENDED DIETARY ALLOWANCE, NAS-NRC, 1968
U.S. DIETS OF MEN, WOMEN, AND CHILDREN, 1 DAY IN SPRING, 1965

FOOD NEEDS OF FAMILY MEMBERS

Lesson 11: FOOD NEEDS FOR PREGNANT AND LACTATING WOMEN

PURPOSE

Trainer agent to help aides:

1. Become familiar with nutritional needs of pregnant and lactating women.
2. Learn about resources in the community where a mother can receive care for herself and her baby.
3. Learn how to help pregnant and lactating homemakers add additional foods to family meals to meet their requirements.

PRESENTATION

- . Ask a qualified local public health worker to discuss:
 - services available at local health department for pregnant and lactating women.
 - the importance of good nutrition before and during pregnancy.
 - increased food needs for mothers who breast feed their babies.
 - individual differences in relation to pregnancy such as nausea, rate of weight gain, constipation, edema.
 - questions aides may have encountered or wish to ask.

Outline general guidelines for working with pregnant women:

- Every pregnant woman should eat the kinds and amounts of food recommended by the Daily Food Guide or the diet prescribed by her physician.
- In the early months of pregnancy the baby is very small and extra food is not needed.
- In later months the baby grows rapidly. To meet these extra growth demands the mother should have more food from the four food groups. At least 3 cups of milk a day is desirable.
- The teenage pregnant girl is going through two growth cycles--her own and her baby's. She should have foods sufficient to cover both growth needs.

APPLICATION OF LESSON BY AIDES

Aides help pregnant homemakers plan adequate diets.

Aides understand food needs of pregnant and lactating women and refer mothers to agencies which can help them.

REFERENCES FOR TRAINER AGENT

1. What to Eat Before You are Pregnant, While You Are Pregnant, After the Baby Comes. National Dairy Council.
2. Prenatal Care. Children's Bureau Publication No. 4, 1970, U.S. Department of Health, Education & Welfare
3. Infant Care. Children's Bureau Publication No. 8, 1970, U.S. Department of Health, Education & Welfare
4. Eating for Your Baby to Be. National Live Stock and Meat Board
5. Recommended Dietary Allowances, 1968. National Research Council

VISUALS AND EQUIPMENT

Daily Food Guide, poster, F&NS-23, USDA

REFERENCES FOR AIDES

1. Food - A Key to Better Health, Nutrition Foundation
pp. 14-15
2. When Your Baby Is on the Way. Children's Bureau
Publication No. 391, 1969, U.S. Department of Health
Education and Welfare

FOOD NEEDS OF FAMILY MEMBERS

Lesson 12: FOOD NEEDS OF THE ELDERLY

PURPOSE

Trainer agent to help aides:

1. Understand the nutritional needs of older persons.
2. Identify some of the special problems that influence eating habits of the elderly.
3. Become aware of community agencies which may be helpful to older folks.
4. Assist the aging to make good food choices and to avoid food fads.

PRESENTATION

- . Review the Daily Food Guide and relate it to the food needs of the elderly.
- . Emphasize in your discussion that:
 - Older persons often need to be encouraged to eat a wider variety of foods. Ask aides to identify foods which seem to be popular and foods which are not generally eaten by the elderly with whom they visit. To which food groups do these foods belong?
 - Selection of foods from the four food groups will discourage food faddism to which many older persons are susceptible. Discuss briefly some of the reasons older persons may be particularly vulnerable to food faddism.

- Fewer calories are needed because activity is less. Ask aides to describe the types of activities they observe in homes of older people and to compare these to activities in homes of young families. Have aides identify ways in which calories may be limited within each of the four food groups.
- Physiological changes may also call for some modification of diets.
- . Discuss factors which influence food habits of the elderly. List on board as they are brought out in discussion.
- . Include these points in your discussion:
 - Food habits have been formed in earlier years.
 - Some foods may cause physiological distress.
 - Lack of proper dentures may limit food choices.
 - Eating alone may make eating less enjoyable.
 - Food preparation may be hindered by physical disabilities, lack of equipment and facilities for serving and storing food.
 - Illness, disability and lack of transportation can make food shopping difficult.
 - Income may be limited.
 - Some elderly persons may be confused by the variety of items in stores.
- . Have aides role-play a visit to the home of an elderly man who lives alone, whose income is limited and who walks with crutches. Help him plan food for a day.
- . Have aides plan food for a day for an older person without dentures.
- . Introduce Food Guide for Older Folks and Lower Cost Meals that Please. Discuss content.
- . Explore available community resources for improving the nutrition of older persons living alone. Prepare a list of these for the aides.

. Discuss:

- What available educational programs relate to planning meals and to selecting, buying and preparing food?
 - What meal assistance programs are available through community agencies?
- . Ask a representative from an agency that deals with some of the problems of older persons in your community to discuss the role of the agency, how it functions, the services it provides and how these services can be made available to those who need them. Allow time for aides to ask questions.

APPLICATION OF LESSON BY AIDE

Aides apply this information in teaching families with elderly members as well as older persons living alone.

REFERENCES FOR TRAINER AGENT

1. Food For Us All, Yearbook of Agriculture, 1969, USDA, pp. 277-278; 279-285; 301-303
2. Fundamentals of Normal Nutrition, Robinson, 1968, pp. 379-387

VISUALS AND EQUIPMENT

Daily Food Guide, F&NS-23, USDA

Chalkboard or newsprint

REFERENCES FOR AIDES

1. Daily Food Guide, leaflet, F&NS-23, USDA
2. Food Guide for Older Folks, G-17, USDA
3. Lower Cost Meals That Please, National Dairy Council
4. List of community agencies dealing with problems of the elderly (to be prepared by agent)

Acknowledgments

Prepared under the direction of Dr. Evelyn B. Spindler, Nutritionist, Home Economics, Extension Service, USDA. In cooperation with a committee of Extension nutritionists: Phyllis Olson, Iowa; Mrs. Judith Pheil, Maryland; Mrs. Elizabeth Macauley, New Jersey; Nazza Noble, Tennessee; Sally Springer, Texas; and Polly Fussell, 4-H Program Leader, ES-USDA.

Special note: The information given herein is for educational purposes only. Reference to commercial products or trade names is made with the understanding that no discrimination is intended and no endorsement by the Cooperative Extension Service is implied.

**United States
Department of
Agriculture**



National Agricultural Library

NATIONAL AGRICULTURAL LIBRARY



1023024851